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Oaklea
Buckhurst Hill.

Dear Miss Parish.

You ask me to write down the little part I took in the discussion on the P.U.S. Programmes at our Conference. I had no paper, ~~or~~ notes (excepting a word or two) - but when "I try to capture my thoughts and put them on paper, I am quite sure that it is not my thoughts that are really needed, but just the beautiful feeling of loyalty and gratitude to Mrs Mason and the P.U.S. ideals which was binding us together and which as a gathering we were afresh realising. The fact that so many, from such different parts, had given up precious days of holiday to help our Conference by their presence, was the greatest possible proof of how much we were all caring about P.U.S. work, and how keen we were that nothing should needlessly hinder the best carrying of that work in our school classes; and its extension into many other schools of the kind we represented. My first effort was therefore ~~was first~~ to thank all who were helping to make the Conference so successfully useful - then I mentioned how my sister Florence had felt the beauty of P.U.S. ideals so strongly that she had with much labour and sacrifice transformed two schools, so far as she was able, into P.U.S. schools, and

that the result, if had given her joy and satisfaction
in her life's work. Florence and I have, as you know
always felt deep gratitude to Miss Mason for her great
educational work; and it was pleasant to be able
once again to express it for her & for myself, we have
felt that the training makes for the growth of true
culture, a wide outlook and of love which is life -

"Appreciating with Mrs Hickson and others, the
spirit behind the teaching") I ~~had~~ expressed to Mrs Hickson
how grateful we were for her free and frank paper
touching so many points we in schools feel of
vital importance. Two or three of these one wished
particularly to endorse -

1. That the same period of History should so
far as possible be the same throughout the
school (or at least from C. III upwards) - this
would unify school interests, focus the attention
of the children on the special period, and they
would gain from the work of the other classes.
Also when removals take place, the work
would be consecutive and without gaps -
2. That some of the books might with advantage
be revised; it is not of course obligatory to take
P.U.S. books in all subjects, but the more fully
the programme can be carried out, the more
do teachers & pupils feel to belong fully to the
P.U.-School -

An answer 113p3cmes137

3. The question of an overcrowded syllabus has always been a difficulty, especially in the Upper Forms - In School more time must be given to some subjects than is allowed for on the time-table, and unisted work, such as gymnasium, dancing, drawing/painting classes, lectures and Scouting take more of our time; this general life of the Community cannot all be relegated to out of School hours. If work attempted is left unfinished, it does we feel sure leave a "sense" of duty unfulfilled, and "to finish in the holidays" has not the same value to the child. also holidays from School bring a new range of interests and duties, much more defined than when a child is taught at home.

If extracts are taken, as has been suggested, it seems as though the teacher must make the extracts presumably of the most salient features of the work - and has not this a tendency to make a precedent which the child, if inclined to read superficially, finds ready excuse for following in her own reading & study. Any thought of skimming is of course totally against P.V.S. ideals, yet as a point of practical experience, one finds it difficult to guard against this tendency if one attempts the whole programme.

Of course the programmes are to some little extent alternative, but to make them fit so to teachers and pupils, could they be followed by examinations having a much more alternative set of questions so that the questions on the work ~~set~~ chosen could be well answered -

The joy and serenity

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of spirit so essential to examination weeks, is often largely hindered by the damping effect produced, when it is found that one question out of the few set, is on work which had to be left on one side simply for lack of time.

If teachers are obliged to curtail the work and/or leave some unfinished, it is apt to leave with teachers and pupils a sense of inadequacy even of failure; we do not want our girls to be satisfied with partial accomplishment, or to put a lower value on completeness & thoroughness than we have for them - The sense of achievement with effort gives an inner joy and peace and growing power, and a keen zest for the way which lies ahead, and the work of the new term.

So far as I can, I have indicated what the remarks you asked for were - certainly part of what was in my mind to say, please abbreviate if you think well - but the difficulties are real, and only small compared with the love and gratitude for all the P.V.S is and does and aims at. Excuse the delay if you can; it has been an extremely busy fortnight and impossible to deal with all that needed doing without waiting for some time longer than was convenient for fear.

Yours affectionately
Beatrice Gardner.

Madam

I have rec'd your letter of the 11th from Dr. Dru Parish
with great pleasure & much hope. I mean
to use it as the preface of my letter
education in India generally.

Those white people here are distressing.
But the education of my Indians, male &
female, receives is making a kind to me,
~~very important~~^{up} — character. They
seem to be ~~more~~^{the more} intelligent & per-
forming certain accomplishments with
ease, & what they have learned has
no effect or a harmful effect on their
personality.

Most of that of this ^{is} education is English
and so on & don't you know, we are
much perturbed about it.

Now being myself ~~so~~ as to, since, never happy
enough to think on the sort of education
that children & young people like to make
delights & which has a very favorable
effect upon them. They become men
of persons, our just & wise ones.
They occupy themselves with many

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Not so worth while & develops a low judgment & bad outlook. At the same time, they are physically well developed, take greater pleasure in out-of-door life, study material objects, are serviceable with their hands & useful in domestic matters.

It seems to me that a method of education which English boys & girls later to be kindly & develop under an educational system to please all India, is waiting you, & the possibility of approaching your Royal Highness on the subject is very welcome ~~indeed~~. The College you propose to establish at Delhi will bring the question before ^{many places} the authorities & the result must be a reformed education for all India. This would indeed be a beneficent task for any reigning prince!

I am sending a pamphlet, "Low Culture", which indicates the intellectual lack of the education I speak of. Its practical work the young people do is and creating

by pupils
done between

now the work from 15—18 yrs. ago
became the pamphlet was designed
to spread the ^{idea} among our students, by
school teachers,

A school in Liverpool (for Indians & Europeans)
has made a successful attempt to carry
out our work in all its classes, however
the principal ~~of~~ appears ^{was} struck with
the effect of this teaching on young ~~men~~
~~women~~ who were about to enter in England. I send
an early report from him which seems
to me it has met with no serious
difficulties in carrying the scheme in Indian
schools. I send not the cost of books myself
so prohibitory but if appears ~~it~~ is and
no case. They get them ^{has}, but nothing
to print them but printed illustrations, but
^{fully trained} ~~one~~ his College is prepared to
furnish.

I speak of our school in the hope that
you will be able to possible ^{and} try the experiments
in Bengal.

As I do feel it an honor to help in co-
nnecting scheme as in College at Delhi.

I have written to make inquiries respecting
 & think we shall be able to send out a lady ~~trained~~
 to this College, who would be very ~~suited~~
^{proper} for the post of Principal (C). I understand from
 Mrs. W. that experience only, the education of the
 girls, perhaps you will like her to take up
 two or three members of the staff.

I think £250 (with board & residence) will be
the average salary of the Principal; £130 for
 each member of the staff. but that may
 depend on the ^{size of the} number of students
 as known.

I wonder what parts of the class proposed
 for the College is willing to teach after their
 College course? In that case, the course
 to me should consist of well up to them to
 go through our two higher classes (III + IV)
 to be followed by a two yrs. course of
 training such as is given at the Home
 of Education. to be closed by a examination
 for a Certificate. That would mean
 the establishment of a training college
 for teachers ~~or part of the college~~ who
 have themselves been taught on
 intelligent lines.

unrest

Specs now is best & only hope of fitting
Students trained at the time of Education &
go out to families ^{in schools} in India, but we
might be able to ^{enlist some} members of the College
staff at the College ^{to help} ~~and~~ ^{and} ~~to~~ ^{and} ~~and~~
excellent teachers.

But I am writing in the dark & shall
know better what to expect for can my
suggestions be desired). Then I beg,-

When the College is fitted to be in operation,
how many students will be received
At this age & until what age.

& many other particulars of the scheme,

If you could come to our
Hall and the education and the under
our work and enter to have Pejish for
the & voluntary training of education, & then
for helping to get report letter to H. Times
newspaper would bring the whole scheme before
you. I think therefore the options in this
would be
Martial

Can you tell them work in London &

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have a few hours a day, according to
one of the pupils). But there may be an
ample time for handicrafts, domestic
work, etc.

Hoping very much you will return
soon. Yours truly
Yours sincerely